

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

PSYCHOLOGY OF HUMAN DEVELOPMENT
PSYC 2100

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Spring 2011

NOTE: This is a university parallel course intended for transfer to UTK as Psychoeducational Studies 210: Psychoeducational Issues in Human Development.

Catalog Course Description:

Understanding and applications of psychology of human development to teaching/learning process in educational settings.

Entry Level Standards:

Students must be able to read on the college level, to think logically, and to communicate effectively in speaking and writing.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Textbooks:

Berger, Kathleen Stassen. *The Developing Person Through Childhood and Adolescence*. 8th Edition, 2010. New York. Worth. ISBN 1429216476 (approximate cost: new \$142, used \$108)
Study Guide to accompany Berger: The Developing Person. 8th Edition, 2010. New York: Worth. (Optional but recommended.) . ISBN 1429217820 (approximate cost: new \$30, used \$22)

References:

Textbook Web Site: www.worthpublishers.com

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction
2	Theories
3	Heredity and Environment
4	Prenatal Development and Birth
5	The First Two Years: Biosocial Development
6	The First Two Years: Cognitive Development
7	The First Two Years: Psychosocial Development

- 8 The First Two Years: Psychosocial Development
- 9 The Play Years: Cognitive Development
- 10 The Play Years: Psychosocial Development
- 11 The School Years: Biosocial Development
- 12 The School Years: Cognitive Development
- 13 The School Years: Psychosocial Development
- 14 Adolescence: Biosocial Development
- 15 Adolescence: Cognitive Development
- 16 Adolescence: Psychosocial Development; Final Exam Period

II. Course Goals*:

The course will:

- A. Define each of the three domains of development around which the text is organized (biosocial, cognitive, and psychosocial). Relate them to each age and stage of development from infancy through adolescence. I.5
- B. Outline the five major theories of development (psychoanalytic, learning, cognitive, sociocultural, and epigenetic systems). Relate them to the appropriate domains in "A" above. I.5
- C. Demonstrate an understanding of how the scientific method is applied to developmental psychology through definitions of terms and application of the method in specific studies. I.5, III.1
- D. Compare/contrast childrearing practices in America with those in other cultures. I.5
- E. Describe types of special needs among children. I.5
- F. Watch audiovisual materials related to developmental psychology, and discuss their relevance to the course. I.5, III.2
- G. Interact with the instructor and other students in class discussions and activities related to course content. I.5, III.2
- H. Apply course content on age level characteristics to self and to others. I.5, III.2
- I. Apply knowledge gained in this course to specific teaching/learning situations. III.2
- J. Pass exams and write two papers based on knowledge gained in this course. I.5, I.3

*Roman numerals after course objectives reference goals of the university parallel program.

III. Expectations for Student Performance*:

The student will be able to:

- 1. Define the function of a theory. Describe each of the stage and non-stage theories of human

development, name the people primarily responsible for each approach, and explain the major concepts which are used to develop each approach. A, B, C, G, H, I, J, K

2. Define and give an example of each of the following terms: naturalistic observation, case study, survey method, experimental method, cross-sectional study, longitudinal study, cross-cultural research. C, D, F, H
3. Explain why ethical considerations are important in research. C, H
4. Explain the mechanics of heredity through defining the following terms: chromosome, gene, sex cell, body cell, phenotype, genotype, dominant gene, recessive gene. A, G
5. Explain how genes are involved in polygenic inheritance, x-linked characteristics, handedness, obesity, genetic disorders, chromosomal abnormalities, predispositions to disorders, and genetic influences on personality and development. A, E, G
6. Discuss specific scientific studies which clarify the interaction between heredity and environment. A, C, G
7. Demonstrate an understanding of the following terms related to conception and birth: pregnancy detection, stages of prenatal development, threats to the developing organism, parental influences which affect a pregnancy, stages of prenatal development, stages of childbirth, and complications of childbirth. A, E, F, G
8. Tell how genetic counseling and genetic testing are important in ensuring a healthy pregnancy. A, C, F, G
9. Define the following concepts and relate them to physical development in infancy and toddlerhood: the development of the senses, crying, the neonate's ability to learn, reflexes and the neonate, brain development, growth and motor development, threats to the survival and health of infants, choices in parenting and discipline styles. A, C, D, F, G, H, I, J, K
10. Describe the six sub-stages of Piaget's sensorimotor period, and relate them to the child's development of information processing skills during this period. A, B, C, F, G, H, I, J, K
11. Show specific ways through which parents can encourage infants and toddlers in their cognitive development. How can these parents be taught to parent more effectively? A, B, D, F, G, H, I, J, K
12. Define the following concepts and show how each one is related to social and personality development in infancy and toddlerhood: emotional development, fear of strangers, separation anxiety, temperament and goodness-of-fit between a child's temperament and his environment, and synchrony between parents and child. A, B, C, F, G, H, I, J, K
13. Describe influences that employed mothers and day care have on infants and toddlers. A, B, C, D, F, G, H, J, K
14. Demonstrate how the following issues are related to language development: language versus communication, the development of language, how words are used, and three theories showing how we learn language. A, B, C, D, F, G, H, I, J, K
15. Compare/contrast physical and cognitive development in early childhood with that during infancy and toddlerhood. A, C, D, F, G, H, I, J, K
16. Outline physical and motor development during the preschool years. A, C, F, G, H, I, J, K

17. Describe Piaget's preoperational stage of cognitive development in terms of how preschoolers reason and characteristics of their thought. A, B, F, G, I, J, K
18. Tell how information processing skills, attention, and memory improve during the preschool years. A, B, C, F, G, I, J, K, L
19. Show how the following aspects of the preschooler's environment can influence his/her cognitive development: the home, TV, Project Head Start, kindergarten. A, B, C, G, H, I, J, K
20. Demonstrate how each of the following agents contributes positively or negatively to the social and personality development of the preschool child: childhood fears, the emerging self, play, interpersonal relationships, parenting styles, discipline, and punishment, child abuse, gender role acquisition. A, B, D, F, G, H, I, J, K
21. Explain the following aspects of physical development in middle childhood: growth, chronological vs. maturational age, weight, childhood obesity, physical fitness and health. A, C, F, G, H, I, J, K
22. Compare/contrast Piaget's period of concrete operations in middle childhood with the previous preoperational stage. A, B, G, H, I, J, K
23. Define the following concepts of the period of concrete operations: decline of egocentrism, reversibility, the ability to decenter, transformations, conservation, seriation, and classification. A, B, G, H, I, J, K
24. Discuss how the following information processing skills developed during middle childhood: attention, recall, recognition, memory strategies, meta-memory, and children's humor. A, B, G, H, I, J, K
25. Note how the following concepts relate to cognitive development during middle childhood: basic skills, creativity, academic achievement, children with exceptional needs. A, D, E, G, H, I, J, K
26. Show how each of the following issues affect social and personality development in middle childhood: the latency period, the developing self-concept, the family, stress, peer relationships, the development of morality, (Kohlberg and Gilligan), antisocial behavior, and TV violence. A, C, D, G, H, I, J, K
27. Outline the basic physical changes which occur during adolescence for males and females. What are the contrasting implications of early or late maturation for the adolescent boy and the adolescent girl? A, F, G, H, I, J, K
28. Relate the following issues to physical development during adolescence: health of today's teenagers, obesity, anorexia nervosa, bulimia, drug use, suicide. A, B, F, G, H, I, J, K
29. Outline Piaget's formal operations stage of intellectual development. A, B, F, G, H, I, J, K
30. List and define the components of adolescent egocentrism. How do these affect adolescent behavior? A, D, H, I, J, K, L
31. Discuss the theory of moral development and the influence on behavior. A, B, G, H, I, J, K
32. Relate adolescent sexuality to the following issues: sexual behavior, contraception, teenage pregnancy and its consequences, sexually transmitted diseases. A, G, H, I, J, K

33. Show how each of the following concepts influence social and personality development during the adolescent years: Erikson's work on identity formation, relationships with parents and peers, career choice, the secondary school. A, B, D, G, H, I, J, K

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures:

1. Students will take at least four required multiple-choice examinations covering the separate units of the course. Each exam will contain fifty questions worth two points each. The exams will cover textbook chapters, lectures, videos, class activities, and study guide lessons. Test items will require recall, recognition, analysis, synthesis, and application of course content to real life, practical situations.
2. Exams will be given only on the scheduled date. There are NO make-up exams except in emergency situations by doctor's note or approved by the instructor. Exam dates are listed in the Schedule of Instruction. Please bring #2 lead pencils to class with you on exam days.
3. Comprehensive Final Examination: An optional 100-point comprehensive final exam will be given at the end of the semester during final exam week (location, date, and time, TBA). Students may wish to take the comprehensive final exam to replace a low unit exam grade, which they have missed for a valid and documented reason.

B. Laboratory Expectations:

N/A

C. Research Project:

Students are required to write a research paper during the semester worth 100 points. Papers make up 1/5 of course grade.) See individual instructor for paper topic ideas.

Guidelines for papers:

- a. Students should compose the paper with all the care one would put into a paper for a writing class. Much of the grade will be based on depth of content and quality of writing style. The paper should focus clearly on important points, facts, ideas and examples that are significant to the topic. The paper must discuss theories, facts, and concepts learned in the course.
- b. The written paper must be approximately five pages, double-spaced, and typed with 12 inch font, with one-inch margins at the top, sides, and bottom of each page. Points may be deducted if your paper is either too short or very long.
- c. The paper should have a **Title/Cover Page** with: 1) an original title, 2) name, 3) course and section time, 4) date, and 5) instructor's name.

D. Other Evaluation Methods:

Individual Instructors have the option to award up to ten extra credit points in various ways:

1. Students who attend and participate in every class during the semester may earn points.
2. Instructors may add a couple of extra credit questions to unit tests.
3. Students may participate in class group activities.
4. Instructors may have further ideas for earning these extra points.

E. Grading Scale:

Total – 500 points

4 Exams @ 100 points = 400 possible points
1 Project/Paper @ 100 points = 100 possible points

Final grade	Each Exam	Percentage Basis
A	90-100	90%-100%
B+	85-89	85%-89%
B	80-84	80%-84%
C+	75-79	75%-79%
C	70-74	70%-74%
D	60-69	60%-69%
F	Below 60	BELOW 60

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.

D. Other Policies:

1. Students will be expected to attend class regularly, come to class on time, ready to learn and participate in class activities and discussion. It is the college student's responsibility to take an active part in the learning process.
2. The Instructor has primary responsibility for control over classroom behavior and can order the temporary removal of any student engaged in disruptive behavior. Please observe the basic guidelines of mutual respect and courtesy to ensure that everyone has the opportunity to share a beneficial learning experience.
3. Students should not carry on private conversations, leave in the middle of class unless it is an emergency, or use a computer except for taking class notes. The use of cell phones is not allowed during class for any reason unless the teacher is informed of a pending emergency ahead of time. All of the above are distracting, inconsiderate, and disruptive to students and the professor.
- 4.. Failure to follow these guidelines may result in your dismissal from that particular class and a five point deduction from your final course grade.